

EDSP 314: MATHEMATICS CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

In Workflow

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Approval Path

1. Mon, 04 Oct 2021 15:48:12 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:51:13 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 19:37:30 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Sun, 26 Sep 2021 17:29:44 GMT

Viewing: EDSP 314 : Mathematics Curriculum and Instruction for Diverse Learners

Last edit: Fri, 22 Oct 2021 19:37:26 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Mathematics Curriculum and Instruction for Diverse Learners

Class Schedule Title:

Math C&I for Diverse Lrnrs

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

314

Course ID: (For administrative use only.)

TBD

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

This new course was proposed for all Mild to Moderate Special Education candidates to take instead of enrolling in EDMS 314, which is currently required for students in the old Mild to Moderate Special Education Credential Program and students in the general education Multiple Subject credential program. Students pursuing the dual credential who are in Extensive Support Needs will also take this class. Learning outcomes in this new course are aligned to new special education standards and TPEs, since all candidates taking this course will be in a special education program. This will support Special Education candidates in focusing more explicitly on the needs of students identified as needing special education support.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Mathematics teaching methodology course for Special Education teacher candidates to develop (a) pedagogical content knowledge in teaching mathematics; (b) favorable attitudes toward the subject of mathematics; (c) willingness to work hard and persevere to understand new mathematical ideas; and (d) motivation to learn more about the content and methodology of teaching mathematics. Focus on using the California content standards to teach all students, including English Learners and those with special needs.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to a MAT plus Special Education Teaching Credential program.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

1. Apply pedagogical content knowledge that encompasses knowledge of content and students; knowledge of content and teaching; and knowledge of curriculum, to design lessons, mathematical representations, and mathematics discourse. Universal TPEs 1.1; 1.3; 1.4; 1.5; 1.8; 2.2; 3.1; 3.2; 3.5; 4.1; 4.3; 4.4; MMSN TPEs 1.2; 4.4
2. Apply knowledge of evidence-based practices to design lessons, mathematics assessments, mathematical representations, and mathematics discourse appropriate for teaching mathematics to students with mathematics difficulties and disabilities. Universal TPEs 2.5; 3.6; 5.1; MMSN TPEs 2.1; 2.9; 4.2; 5.2
3. Develop, enact, and reflect on mathematics lessons and formative assessments that incorporate general education and special education High Leverage Practices. Universal TPEs: 1.4, 2.5, 2.6, 3.1; 3.2; 3.3; 3.6, 3.8, 4.7, 4.8, 5.5; MMSN TPEs: 2.1, 2.9, 4.2,
4. Formulate a professional development plan for becoming an effective teacher of mathematics, focusing on the four traits of effective teachers of mathematics: pedagogical content knowledge, a positive attitude toward the subject of mathematics, willingness to work hard and persevere to understand new ideas, and motivation to learn more about the content and methodology of teaching mathematics. Universal TPEs: 6.1; 6.2; 6.3

Attach a list of the required/recommended course readings and activities:

Readings and Activities EDSP 314 .docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Weekly Canvas assignments (Teacher Translation Tasks and Observations); SLOs 1-4
2. Inventory Matrix or Diagnostic Interview; SLOs 1, 2
3. Simulations; SLO 3
4. Mini Teaching Performance Assessment (modeled on the edTPA); SLOs 3, 4

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential

MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)

MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Communication

Information literacy

Disciplinary knowledge

Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 14562